



Drawing

(pencil, charcoal, inks, chalks, pastels, ICT software)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Begin to use a variety of drawing tools - Use drawings to tell a story Investigate different lines - Explore different textures Encourage accurate drawings of people 	<ul style="list-style-type: none"> - Extend the variety of drawings tools - Explore different textures - Observe and draw landscapes - Observe patterns - observe anatomy (faces, limbs) 	<ul style="list-style-type: none"> - experiment with tools and surfaces - draw a way of Recording experiences and feelings - discuss use of shadows, use of light and dark - Sketch to make quick records 	<ul style="list-style-type: none"> - Experiment with the potential of various pencils - close observation - initial sketches as a preparation for painting - accurate drawings of people -particularly faces 	<ul style="list-style-type: none"> - Identify and draw the effect of light - scale and proportion - accurate drawings of whole people including proportion and placement - Work on a variety of scales - computer generated drawings 	<ul style="list-style-type: none"> - effect of light on objects and people from different directions - interpret the texture of a surface - produce increasingly accurate drawings of people - concept of perspective 	<ul style="list-style-type: none"> - effect of light on objects and people from different directions - interpret the texture of a surface - produce increasingly accurate drawings of people - concept of perspective

Colour

(pencils, painting, ink, dye, crayons, pastels)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Experimenting with and using primary colours</p> <ul style="list-style-type: none"> - Naming - mixing (not formal) - Learn the names of different tools that bring colour 	<p>Use a range of tools to make coloured marks on paper</p> <ul style="list-style-type: none"> - name all the colours - mixing of colours - Find collections of colour - applying colour with a range of tools 	<ul style="list-style-type: none"> - Make as many tones of one colour as possible (using white) - Darken colours without using black - using colour on a large scale 	<ul style="list-style-type: none"> - colour mixing - Make colour wheels - Introduce different types of brushes - techniques- apply colour using dotting, scratching, splashing 	<ul style="list-style-type: none"> - colour mixing and matching; tint, tone, shade - observe colours - choose suitable equipment for the task - colour to reflect mood 	<ul style="list-style-type: none"> - hue, tint, tone, shades and mood - explore the use of texture in colour (rubblings, patterns) - colour for purposes 	<ul style="list-style-type: none"> - hue, tint, tone, shades and mood - explore the use of texture in colour (rubblings, patterns) - colour for purposes - colour to express feelings



Materials (textiles, clay, print, collage)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Handling, manipulating and enjoying using materials - Sensory experience - Simple collages - simple weaving - Rubbings - Print with variety of objects - Print with block colours 	<ul style="list-style-type: none"> - weaving - collage - Sort according to specific qualities - how textiles create things - Create patterns - Develop impressed images - Relief printing 	<ul style="list-style-type: none"> - overlapping and overlaying to create effects - Use large eyed needles - running stitches - Simple appliqué work - Start to explore other simple stitches - collage - Print with a growing range of objects - Identify the different forms printing takes 	<ul style="list-style-type: none"> - Use smaller eyed needles and finer threads - weaving - Tie dying, batik - relief and impressed printing - recording textures/patterns - monoprinting - colour mixing through overlapping colour prints 	<ul style="list-style-type: none"> - Use a wider variety of stitches - observation and design of textural art - experimenting with creating mood, feeling, movement- - compare different fabrics - Use sketchbook for recording textures/patterns - Interpret environmental and manmade patterns - modify and adapt print 	<ul style="list-style-type: none"> - use stories, music, poems as stimuli - Select and use materials - embellish work - fabric making - artists using textiles - combining prints - design prints - make connections - discuss and evaluate own work and that of others 	<ul style="list-style-type: none"> - Develops experience in embellishing - Applies knowledge of different techniques to express feelings - Work collaboratively on a larger scale - Builds up drawings and images of whole or parts of items using various techniques - Explore printing techniques used by various artists - Use overprinting



Form (3D & sculpture)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handling, feeling, enjoying and manipulating materials - Constructing - Building and destroying - Shape and model	- Construct - Use materials to make known objects for a purpose - Carve - Pinch and roll coils and slabs using a modelling media. - Make simple joins	- Awareness of natural and man-made forms - Expression of personal experiences and ideas - to shape and form from direct observation (malleable and rigid materials) - decorative techniques - Replicate patterns and textures in a 3-D form - work of other sculptors	- Shape, form, model and construct (malleable and rigid materials) - understanding of different adhesives and methods of construction - aesthetics, (how something looks)	- Plan and develop - Experience surface patterns / textures - Discuss own work and work of other sculptors - analyse and interpret natural and manmade forms of construction	- plan and develop ideas - Shape, form, model and join - observation or imagination - understand properties of media - Discuss and evaluate own work and that of other sculptors	- plan and develop ideas - Shape, form, model and join - observation or imagination - understand properties of media - Discuss and evaluate own work and that of other sculptors

Pattern

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-Repeating patterns -irregular painting patterns -simple symmetry	-awareness and discussion of patterns -repeating patterns -symmetry	-experiment by arranging, folding, repeating, overlapping, regular and irregular patterning -natural and man-made patterns -discuss regular and irregular	-pattern in the environment -design -using ICT -make patterns on a range of surfaces -symmetry	-explore environmental and man-made patterns -tessellation	-create own abstract pattern to reflect personal experiences and expression -create pattern for purposes	-create own abstract pattern to reflect personal experiences and expression -create pattern for purposes

Next Steps: To create progression grid of knowledge and vocabulary for Art & Design.

To create progression grid of skills linked to particular artists.

Evaluate and re-draft long term plan.